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ABSTRACT

This book offers strategies to help educators become increasingly effective in teaching various areas in content area reading and learning. The book includes the following chapters: "Content Area Reading: A Historical Perspective" (E. Dishner and M. Olson); "Content Area Reading: Current State of the Art" (T. Bean and J. Readence); "The Role of Reading in Content Area Instruction" (D. Schallert and N. Roser); "Understanding the Readability of Content Area Texts" (G. Klare); "Comprehension and Instruction in Learning from a Text" (H. Singer and S. Simonsen); "The Students: Who Are They and How Do I Reach Them?" (N. Marshall); "Instructional Strategies for Developing Student Interest in Content Area Subjects" (M. Haggard); "Context for Secondary Reading Programs: Students as Beneficiaries" (C. Smith); "Banish Fears and Sorrows in Beginning Secondary Teachers: Some Suggestions for Teaching Learning-disabled and Gifted Students" (B. Wong); "Bilingual Students: Reading and Learning" (E. Thonis); "The Content Area Teacher's Instructional Role: A Cognitive Mediational View" (L. Roehler and G. Duffy); "Real-World Literacy Demands: How They've Changed and What Teachers Can Do" (L. Mikulecky); "Teaching Secondary Science through Reading, Writing, Studying, and Problem Solving" (C. Santa and others); "The Role of Reading Instruction in the Social Studies Classroom" (B. Hayes and C. Peters); "Teaching the Reading of Literature" (R. Probst); "The Role of Reading Instruction in Mathematics" (J. Curry); "Reading and Writing in the Content Areas of Physical and Health Education" (L. Gentile and M. McMillan); "Teaching Content Area Vocabulary" (M. Graves and others); "Study Techniques That Ensure Content Area Reading Success" (D. Ogle); "Using Conceptual Mapping as an Effective Strategy in Content Area Instruction" (D. Lapp and J. Flood); "Using Questioning Strategies to Promote Students' Active Comprehension of Content Area Material" (H. Anthony and T. Raphael); "The Significance of Prior Knowledge in the Learning of New Content-Specific Instruction" (P. Anders and C. Lloyd); "Ways of Activating Prior Knowledge for Content Area Reading" (A. Berger); "Thinking, Writing, and Reading: Making Connections" (A. Glatthorn); "Literacy, Learning, and Student Decision Making" (R. Tierney and J. O'Flavahan); "Using Computers Effectively in Content Area Classes"

(C. Mathison and L. Lungren); "Text and Context in Content Area Reading" (R. Vacca and others); "A Cooperative Learning Approach to Content Areas: Jigsaw Teaching" (R. Slavin); "Assessment Instruments and Techniques Used by the Content Area Teacher" (R. Farr and others); "A Look Inside an Effective Content Area Program: Trends" (D. Alvermann); and "Theory Becomes Practice: One Program" (J. Barton and R. Calfee). (MS)

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